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ABSTRACT

This guide to special education funding in Alberta (Canada) describes the types of special education funding available, explains how to apply for special education funding, and discusses how applications for special education funding are monitored. An overview presents a chart of special education funding for 1997/1998 that shows funding and rates for public schools, early childhood services, and private schools. Next, a summary chart shows funding amounts for 1997/1998 for basic instruction, basic instruction for high school students with special needs, extra funds for students with severe disabilities, and funds for students in institutionalized programs. Additional charts then provide detail on funding for each of these major categories broken down into more specific sub-categories. The following section addresses procedures and processing of funding, with a chart showing categories of funding, procedures and submission dates. This chart is followed by text which details requirements of school jurisdictions under each category, those for public schools, early childhood services, and private schools. Definitions are then provided for 17 disabilities grouped into three categories: gifted and talented, mild/moderate disabling conditions, and severe disabling conditions. Finally, the guide provides coding instructions and funding rate schedules for the 1997/1998 school year. (DB)

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SPECIAL EDUCATION FUNDING

A Handbook of Procedures and Definitions

1997/1998

H. Finnestead

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This document is intended for:

Students	
Teachers	✓
Administrators	✓
Parents	
General Public	
Others	

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Purpose of Handbook

The purpose of this handbook is to:

- describe the types of special education funding available
- assist school authorities in preparing applications for special education funding
- provide information about monitoring applications for special education funding.

Introduction

Section 28 (1) of the *School Act* requires that school boards provide each resident student with an education program. Section 29 (2) entitles students with special needs access to special education programs. School boards must assess students and identify programs for them.

School boards are responsible for meeting the special education needs of their resident students. Basic Instruction Funding includes special education funding for students with mild/moderate disabilities, and those who are gifted and talented. School boards and schools are expected to use a portion of the Basic Instruction Funding, plus any additional funding received for students with special needs, to provide appropriate programs and services for all students with special needs.

Additional funding of $8,910 is allocated to school authorities for each student with severe disabilities who meets the criteria of the severe disabilities funding and who is provided an education program in accordance with an Individualized Program Plan (IPP). School authorities decide how these funds will be allocated taking into account that costs for individual student's programs will vary depending on the student's needs. School authorities are accountable for providing and reporting the results of special education programs.

Please contact the Special Education Branch at (403) 422–6326 or toll free by dialling 310–0000 with any questions about this handbook or funding for special education.

Funding of Special Education in Alberta: an Overview

Funding is available to school jurisdictions, Early Childhood Services (ECS) operators and funded private schools. The following chart displays the types of special education funding available.

Special Education Funding for 1997/1998

Funding	Rate
PUBLIC SCHOOLS	
Instruction Block	
• Basic Instruction	$3,686 x 7/12 (September – March) per FTE student $3,716 x 5/12 (April – August) per FTE student
• Severe Disabilities	$8,910 per eligible funded student
• Institutional Programs	per approved contract
• Regional Assessment Services	per approved contract
Support Block	
Transportation	
• Special (For Students with Disabilities)	$1,710 per funded student with disabilities*
• Weekend	$2,782 per funded student with disabilities
Boarding	$2,500 per funded student
EARLY CHILDHOOD SERVICES (ECS)	
Basic Instruction	$1,182 per child
Mildly or Moderately Disabled	$1,360 per child
Program Unit Funding (Severely Disabled)	up to $19,000/unit
Transportation — Special Needs	$8.65 per round trip
PRIVATE SCHOOLS	
Basic Instruction	$1,815 x 7/12 per funded student (September – March) $1,830 x 5/12 per funded student (April – August)
Severe Disabilities (All Private Schools)	$8,910 per eligible funded student
Resident Students of the Government **	Net cost of the education program

* Funded students are defined in the *Funding for School Authorities* manual.

** The Director of the Special Education Branch must approve the placement of resident students of the government before funding is provided.

Summary Chart of Special Education Funding, Descriptions and Funding Amounts

Public Schools		
Funding	**Description**	**Funding Amount for 1997/1998**
Basic Instruction	Provides for the cost of basic education programs and services including: core programs, complementary programs and special education programs for students who have mild/moderate disabilities and for students who are gifted and talented.	$3,686 7/12 (September – March) per FTE student. $3,716 x 5/12 (April – August) per FTE student. Includes funding for students with mild/moderate disabilities.
Senior High School — Basic Instruction for Students with Special Needs	For full-time students with special needs who are 15 years of age or older on September 1 and classified as senior high students with special needs, funding is provided at the rate of 35 credits per student ($3,686/$3,716).	$3,686 x 7/12 (September – March) per FTE student. $3,716 x 5/12 (April – August) per FTE student.
Severe Disabilities	Provided to school boards for each student with a severe disability who meets the criteria and who is provided a program in accordance with an Individualized Program Plan.	$8,910 for each student with a severe disability who meets the criteria.
Institutional Programs	Paid where the board provides education programs to students in institutions approved by Alberta Education.	Paid per approved budget.

(a) A school jurisdiction that directs a student to a designated special education private school will pay all costs for the student.

(b) A school jurisdiction will pay an amount which is equivalent to the per student funding received from Alberta Education, less the administration fee related to the board's governance and system administration, for only those students that the school jurisdiction and parents have agreed, or the Minister has determined by Ministerial Review, that the designated special education private school is an appropriate placement. Any funding forwarded after September 30 in a school year is on a pro-rata basis taking into account the number of days remaining in the school year. Transportation funding for these students is provided to the board and the board transports or arranges for the transportation of students in accordance with the Student Transportation Regulation and the *Funding for School Authorities* manual.

Public Schools (cont'd)		
Funding	**Description**	**Funding Amount for 1997/1998**
Regional Assessment Services	Assessment and consultation services for students who are sensory impaired multi-handicapped are provided by designated school boards through a contractual arrangement with Alberta Education.	Paid per approved contract.
Transportation		
• Special (for Students with Disabilities)	Funding for special transportation provides for the efficient transportation of students who can not be accommodated by regular transportation because of their disabilities.	$1,710 per funded student.
• Special Education Weekend	Weekend transportation may be paid to school jurisdictions when funded students with disabilities are transported on weekends between their permanent residences and their boarding places by their parents and are attending the school of a school jurisdiction or a funded private school.	$2,782 per funded student.
Boarding	Funding is provided to school jurisdictions to assist students who live away from home in order to access appropriate education programs.	$2,500 per funded student.

Early Childhood Services		
Funding	**Description**	**Funding Amount for 1997/1998**
Basic Instruction	Funding for ECS provides children with a basic ECS program that will help prepare them for entry into Grade 1 and provide a foundation for later success.	$1,182 per child.
Mildly or Moderately Disabled	Funding for children with mild or moderate disabilities may be paid to an ECS operator to a maximum of 10 per cent of the operator's total ECS eligible enrolment. Funding is available on behalf of children with mild/moderate disabilities from the age of 3½ to six years.	$1,360 per child.
Program Unit Funding (Severely Disabled)	Funding for children with severe disabilities enables ECS operators to provide individual programs that meet the educational requirements of children with severe disabilities. This funding is available for children with severe disabilities from the age of 2½ to six years.	$19,000/1 unit $22,800/2 units $26,600/3 units $30,410/4 units $34,200/5 units $37,970/6 units $37,970 + $6,330 for each additional child for 7 or more units.
Transportation — Special Needs	Funding for special needs transportation enables ECS operators to transport a child with special needs to and from an ECS program and/or transport a teacher, a child development specialist, or a teacher assistant to the home of a child enrolled in an in-home program.	$8.65 per round trip.

Private Schools		
Funding	**Description**	**Funding Amount for 1997/1998**
Basic Instruction	Provides support for basic instruction, specific programs and special education programs for private schools.	$1,815 x 7/12 (September – March) per funded student. $1,830 x 5/12 (April – August) per funded student.
Severe Disabilities (All Private Schools)	Provided to private schools for each student with a severe disability who meets the criteria and is provided a program in accordance with an Individualized Program Plan.	$8,910 for each student with a severe disability who meets the criteria.
Resident Students of the Government	Resident students of the government directed by Alberta Education are funded on the basis of agreed upon program costs.	Net cost of the education program.

See page 14 for list of special education private schools.

Procedures and Processing of Funding

Procedures for School Authorities (Jurisdictions and Private Schools)

The following chart summarizes special education funding, the procedure for submitting registration information and claims, and significant count and submission dates.

Funding	Procedure *	Count (first date) Submission Dates **
Basic Instruction	SA – EIE	September 30 October 7
Severe Disabilities (Public Jurisdictions and Private Schools)	SA – EIE	September 30 October 7
Institutional Funding	SA – SF	September 30 October 22
Private Schools — Basic Instruction	SA – EIE	September 30 October 7
ECS Mildly or Moderately Disabled	SA – EIE	September 30 October 7
ECS Program Unit Funding (Severely Disabled)	SA – SF	September 30 October 22
Transportation — Special Needs	SA – SF	October 31 November 15
Boarding	SA – SF	October 31 November 15

* This is the procedure for submitting registration information and claims
SA – SF (School Authority (SA) submits to School Finance (SF))
SA – EIE (School Authority (SA) submits to Educational Information Exchange (EIE))

** First Date is date the count that must be submitted
Second Date is the submission date

Processing of Funding

School Jurisdictions – Basic Instruction Funding

Basic Instruction funding is based on:

- student registration information for Grades 1–9 as of September 30 that is reported to the Educational Information Exchange (EIE) by October 7

- course completion information for students in Grades 10–12, including information on enrolment and course marks. Students who are classified as having mild/moderate or severe disabilities may receive the equivalent of 35 CEU's provided they have a modified program, supports in place and an Individualized Program Plan. No additional funding is provided for courses completed.

A school jurisdiction that directs a student to a designated special education private school pays all program costs for these students.

A school jurisdiction will pay an amount which is equivalent to the per student funding received from Alberta Education, less an administration fee related to the board's governance and system administration, for only those students that the school jurisdiction and parents have agreed, or the Minister has determined by Ministerial Review, that the designated special education private school is an appropriate placement. Any funding forwarded after September 30 in a school year is on a pro-rata basis taking into account the number of days remaining in the school year. Transportation funding for these students is provided to the board and the board transports or arranges for the transportation of students in accordance with the Student Transportation Regulation and the *Funding for School Authorities* manual.

The designated special education private school will report these students to the Educational Information Exchange using grants program code 110 if they are enrolled by September 30. The school jurisdiction then receives funding for these students from Alberta Education.

Refer to section 1.A.1 of *Funding for School Authorities in the 1997/1998 School Year* for additional information.

School Jurisdictions – Severe Disabilities Funding

Funding is provided to school jurisdictions for students with severe disabilities who meet the criteria and who are provided programs in accordance with an Individualized Program Plan.

The Special Education Branch receives the counts of funded students with severe disabilities submitted by school jurisdictions and authorizes funding for students who meet the criteria. All reported counts are subject to monitoring and auditing by Alberta Education staff.

Students who are not registered in a school authority on September 30 and who qualify for severe disabilities funding, may be claimed on a prorated basis for severe disabilities funding. The funding is paid for the months remaining in the school year; e.g., if the student begins in November, the funding available is 9/12 of $8,910. Students are claimed by completing the *Basic Instruction, Add, Change, Delete Form* and attaching a note to the Director of the Special Education Branch indicating the student was not registered in an Alberta school authority on September 30.

Students enrolled in a virtual, outreach, blended or home education program are not eligible for severe disabilities funding unless there are extenuating circumstances and prior approval is obtained from the Minister by submitting the request to the Special Education Branch.

To facilitate the monitoring process, jurisdictions are asked to submit a list of students with severe disabilities to the Special Education Branch before October 14, 1997. Any students not on the list as of October 14 will not be considered for funding for the 1997/1998 school year.

School jurisdictions should expect to be monitored or audited for funding purposes. School jurisdiction personnel will be notified as to the level of monitoring/auditing; e.g., on-site, documentation review, etc., and the dates, times and any additional information required.

Monitoring usually involves one or more of the following:

- meeting with system co-ordinators to discuss student needs and the supports in place
- reviewing student record file documentation

School Juridictions – Severe Disabilities Funding (cont'd)

- obtaining additional information from other agencies, school staff or other appropriate personnel
- visiting programs and meeting and/or observing students.

Severe Disability Eligibility: Guidelines
Eligibility requirements include:

- the student's disability must meet one of the definitions of students with special needs (see pages 19-26)
- an Individualized Program Plan (IPP) must be in place for the student
- the jurisdiction must provide three or more of the following levels of support:
  - frequent specialized one-on-one instruction/ intervention; e.g., teaching assistant time
  - specialized or adaptive equipment
  - assistance for basic care; e.g., toileting, grooming, catheterization
  - frequent documented monitoring of medical and/or behaviour status
  - direct therapeutic service at cost to the system; e.g., behaviour specialists, orientation and mobility specialists.

The school jurisdiction must prepare a list containing valid information and documentation on students with severe disabilities to correspond with the October 7 submission to EIE of students with severe disabilities and include the following information in the October 14 submission to the Special Education Branch.

School Jurisdiction
Schools in Alphabetical Order

Alberta Education ID (9 digit number)	**Student Name** (Alphabetically)	**Date of Birth** (Yr/Mo/Day)	**Disability Code** (Code)
819027041	Alpha, Tom	89/05/24	45 (Deaf)

Jurisdictions may also use their *Special Education Branch Report* available on the Educational Information Exchange **CheckReg** for the October 14 submission to the Special Education Branch.

Refer to section 1.A.2 of *Funding for School Authorities in the 1997/1998 School Year* for additional information.

School Jurisdictions – Regional Assessment Services

The Special Education Branch negotiates contracts with three school jurisdictions to provide regional assessment and consultation services to students who are sensory-impaired multi-handicapped and who are 2½ to less than 20 years of age on September 1 of the school year.

The three jurisdictions are:

- Grande Prairie School District No. 2357 — Coordinated Assessment Services for the Exceptional (CASE)
- Edmonton Public School District No. 7 — Edmonton Public Schools Consulting Services
- Calgary Public School District No. 19 — Regional Educational Assessment and Consultation (REACH).

Education services are provided to students with the following complex needs:

a) Sensory-impaired multi-handicapped
b) Severe to profound communication disordered (aphasic)
c) Severe to profound behaviour disordered (autism).

Services offered by the regional teams are:

- Assessment
  This process includes an individual diagnosis of the student's specific ability, level of functioning and specific education needs. A student who does not meet the criteria is ineligible for subsidized service although he or she may be eligible at a later date. Funded students may receive ongoing assessment and consultation at the request of the local school jurisdiction.
- Consultation
  To complement education recommendations made throughout the assessment process, specialists may confer with teachers, parents and other school personnel. Teachers and/or support staff may request assistance in developing specific education programs or advice on education issues concerning exceptional students.
- Inservice
  A wide range of inservice and staff development activities are available to teachers, paraprofessionals, administrators, professional colleagues and parents. Given the varied experience and expertise of the consultants, workshops may be tailored to the specific needs of the group.

School Jurisdictions – Regional Assessment Services (cont'd)

The three school jurisdictions individually negotiate contracts with Alberta Education based on the unique needs of their service areas. Consequently, specifics of their contracts and services may vary slightly. Reports, budgets and statements of expenditures and revenues are annually submitted by each of the three school jurisdictions.

A rate of $25/hour is charged for services provided to school jurisdictions.

Refer to section 1.A.7 of *Funding for School Authorities in the 1997/1998 School Year* for additional information.

School Authorities – Institutional Programs

Funding is provided to school authorities operating education programs in institutions.

School authorities operating a program on-site within a Young Offenders Centre or in an institution, must submit a summary of expenditures and revenues, including per pupil costs to the Special Education Branch by April 15 for the following year.

Program funding is based on the budget submitted. The number of students served is determined by Alberta Education and the school authority, based on such factors as: the carrying capacity as determined by the institution, current enrolments, projected enrolments, averaged daily attendance and the maximum and minimum number of students enrolled over a year.

The school authority must provide financial information and the approved funding level including revenues on the form provided with the funding application, and send both to School Finance by October 22.

Upon completion of the program, the school authority must submit a final statement of actual program costs and revenues received in support of the education program to School Finance by September 15.

All claims submitted are verified as to eligibility of students, the nature of the students' needs, the programs provided and whether the cost of the programs is reasonable.

School Authorities – Institutional Programs (cont'd)

Basic Instruction Funding for students is provided for students enrolled in the program on September 30 at a rate of $3,686/$3,712 for Grades 1–9 and 35 CEU's for students in Grades 10–12.

Refer to section 1.A.6 of *Funding for School Authorities in the 1997/1998 School Year* for additional information.

Early Childhood Services — Basic Instruction Funding

Basic Instruction Funding is provided to ECS operators for each eligible child enrolled in an ECS program offered for:

- 400 hours
- at least 18 in-home visits to each child in an in-home program during the school year; or
- the equivalent in a combination of hours and visits.

For ECS programs beginning after September 30, the count will be taken as of the last operating day of the month in which the ECS program begins. The information must be submitted within three weeks of that day to the EIE.

Refer to section 2.1 of *Funding for School Authorities in the 1997/1998 School Year* for additional information.

Early Childhood Services — Mildly or Moderately Disabled Funding

Special needs funding may be paid to an ECS operator for each eligible child with a mild or moderate disability to a maximum of 10 per cent of the ECS operator's total ECS eligible enrolment. A child with a mild or moderate disability is eligible for a maximum of two years' funding.

Special needs funding supports appropriate interventions as determined and provided by the ECS operator.

Funding is made on the basis of child registration information submitted to the EIE by October 7.

An Individualized Program Plan and recent assessment documentation to support each child's designation and identification as a child with a mild or moderate disability must be kept on file by the ECS operator.

Early Childhood Services — Mildly or Moderately Disabled Funding (cont'd)

When an assessment of a child with mild or moderate disabilities is completed after the enrolment is submitted, and it results in an adjustment or redesignation of any child included in the count, complete form 94ED01.07 and submit it to School Finance.

Refer to section 2.3 of *Funding for School Authorities in the 1997/1998 School Year* for additional information.

Early Childhood Services — Program Unit Funding (Severely Disabled)

Funding is available to approved operators providing education services for children with severe disabilities from the age of 2½ to six years, as of September 1.

A child receiving Program Unit Funding should not be included in the count for special needs funding for the mildly or moderately disabled.

Refer to section 2.5 of *Funding for School Authorities in the 1997/1998 School Year* and the *ECS Program Unit Funding: A Handbook for ECS Operators* for additional information.

Private Schools — Basic Instruction Funding

Funding for basic instruction provides financial assistance to private schools to meet the learner expectations of students in basic instruction, specific programs and special education programs.

Basic Instruction Funding is provided for each eligible student in Grades 1–9 counted on September 30.

For full-time students with special needs who are 15 years of age or older on September 1 and classified as senior high students with special needs, funding is provided at the rate of 35 credits per student. No additional funding is provided for courses completed.

The following private schools are designated as special education private schools:

- Bosco Homes
- Calgary Academy
- Calgary Quest
- Edmonton Academy
- Elves Memorial
- Foothills Academy
- Horizon School
- Parkland School
- Reading Foundation
- Renfrew ECS.

Private Schools — Basic Instruction Funding (cont'd)

The designated special education private school will report students that are directed by a school jurisdiction, and students the school jurisdiction and parents have agreed, or the Minister has determined by Ministerial Review, that the designated special education private school is an appropriate placement. The designated special education private school will report these students to the Educational Information Exchange using grants program code 110 if they are enrolled by September 30. The school jurisdiction then receives funding for these students from Alberta Education and forwards it to the special education private school.

Refer to section 3.1 of *Funding for School Authorities in the 1997/1998 School Year* for additional information.

Private Schools — Severe Disabilities Funding

Funding is provided to private schools for students with severe disabilities who meet the criteria and who are provided programs in accordance with an Individualized Program Plan.

The Special Education Branch monitors the counts of funded students with severe disabilities submitted by private schools and authorizes funding for students who meet the criteria. All reported counts are subject to monitoring and auditing by Alberta Education staff.

Students who are not registered in a school authority on September 30 and who qualify for severe disabilities funding, may be claimed on a prorated basis for severe disabilities funding. A request for prorated severe disabilities funding must first be made by submitting the name of the student, birthdate, Alberta Education ID number (if available) and the name of the school to the Director of the Special Education Branch. Confirmation will be provided to the private school.

The funding is paid for the months remaining in the school year; e.g., if the student begins in November, the funding available is 9/12 of $8,910. Once confirmation is received, funding is claimed by completing the *Basic Instruction, Add, Change, Delete Form* and attaching a note indicating the student was not registered in an Alberta school authority on September 30.

Private Schools — Severe Disabilities Funding (cont'd)

To facilitate the monitoring process, private schools are asked to submit a list of students with severe disabilities to the Special Education Branch before October 14, 1997. Any students not on the list as of October 14 will not be considered for funding for the 1997/1998 school year. Private schools should expect to be monitored or audited for funding purposes. Private school personnel will be notified as to the level of monitoring/auditing; e.g., on-site, documentation review, etc., and the dates, times and any additional information required.

Monitoring usually involves one or more of the following:

- meeting with private school staff to discuss student needs and the supports in place
- reviewing student record file documentation
- obtaining additional information from other agencies, school staff or other appropriate personnel
- visiting programs and meeting and/or observing students.

Severe Disability Eligibility: Guidelines

Eligibility requirements include:

- the student's disability must meet one of the definitions of students with special needs (see pages 19-26)
- an Individualized Program Plan (IPP) must be in place for the student
- the private school must provide three or more of the following levels of support:
  - frequent specialized one-on-one instruction/ intervention; e.g., teaching assistant time
  - specialized or adaptive equipment
  - assistance for basic care; e.g., toileting, grooming, catheterization
  - frequent documented monitoring of medical and/or behaviour status
  - direct therapeutic service at cost to the system; e.g., behaviour specialists, orientation and mobility specialist.

The private school must prepare a list containing valid information and documentation on students with severe disabilities to correspond with the October 7 submission to EIE of students with severe disabilities and include the following information in the October 14 submission to the Special Education Branch.

Private Schools — Severe Disabilities Funding (cont'd)

Private School

Alberta Education ID (9 digit number)	Student Name (Alphabetically)	Date of Birth (Yr/Mo/Day)	Disability Code (Code)
819027041	Alpha, Tom	89/05/24	45 (Deaf)

Private schools may also use their *Special Education Branch Report* available on the Educational Information Exchange **CheckReg** for the October 14 submission to the Special Education Branch.

Refer to section 3.2 of *Funding for School Authorities in the 1997/1998 School Year* for additional information.

Private Schools — Resident Students of the Government

Funding for resident students of the government enables funded private schools to provide education programs that meet the needs of residents students of the government.

Placement of resident students of the government in private school programs must be approved in advance by the Special Education Branch of Alberta Education. Where an agency or government department places a student in a private school program without prior approval, Alberta Education may pay all, part or none of the costs of the chosen educational placement.

For each student claimed, funded private schools must attach to their funding application, a Resident Student Notification Form from Family and Social Services. In claiming for students in Therapeutic Foster Homes, funded private schools must verify that two or more students under therapeutic foster care reside in the home.

A resident student of the government must be less than 18 years on September 1 of the school year and meet the custody requirements. The student will continue to be a resident student of the government for the remainder of the school year even if the student turns 18 and no longer has status under Child Welfare.

Refer to section 3.3 of *Funding for School Authorities in the 1997/1998 School Year* for additional information.

Definitions of Students with Special Needs

- **GIFTED AND TALENTED**

- **MILD/MODERATE DISABLING CONDITIONS**

  Mild Mental Disability
  Moderate Mental Disability
  Emotional/Behavioural Disability
  Learning Disability
  Hearing Disability
  Visual Disability
  Communication Disability
  Physical or Medical Disability
  Multiple Disability

- **SEVERE DISABLING CONDITIONS**

  Severe Mental Disability
  Severe Emotional/Behavioural Disability
  Severe Multiple Disability
  Severe Physical or Medical Disability
  Deafness
  Blindness
  Severe Communication Disability (For ECS Children Only)

Early Childhood Services (ECS) – Grade 12 Special Education — Definitions

The following definitions are provided to assist school jurisdictions, private schools and Early Childhood Services (ECS) operators in determining eligibility for Alberta Education funding.

GIFTED AND TALENTED

The student who is gifted and talented is one who by virtue of outstanding ability is capable of exceptional performance. This is a student who requires differentiated provisions and/or programs beyond the regular school program to realize his or her contribution to self and society.

A student capable of exceptional performance is one who demonstrates achievement and/or potential ability in one of several areas:

General Intellectual Ability
The student possessing general intellectual ability is consistently superior to the other students in the school, to the extent that the student needs and can profit from specially planned education services beyond those normally provided by the regular school program. Usually, this is the student who has a large storehouse of information about a wide variety of topics. The ability to abstract, generalize and utilize high level thinking skills is common in this type of student.

Specific Academic Aptitude
The student possessing a specific academic aptitude is the student who in a specific subject area, is consistently superior to the aptitudes of the other students in the school to the extent that the student needs and can profit from specially planned education services beyond those normally provided by the regular school program. Generally, this is the student who has an inordinate strength in a specific area, such as mathematical reasoning.

GIFTED AND TALENTED (cont'd)

Creative or Productive Thinking
The student who thinks creatively or productively is one who consistently engages in divergent thinking that results in unconventional responses to conventional tasks, to the extent that the student needs and can profit from specially planned education services beyond those normally provided by the regular school program. Generally, this is the student who is unwilling to accept authoritarian pronouncements without critical examination.

Leadership Ability
The student possessing leadership ability is one who not only assumes leadership roles, but also is accepted by others as a leader, to the extent that the student needs and can profit from specially planned education services beyond those normally provided by the regular school program. Generally, this is the student who can be counted upon to carry out responsibilities and adapts readily to new situations.

Visual and Performing Arts
The student possessing visual and performing arts ability is one who consistently creates outstanding aesthetic productions in graphic areas, sculpture, music, drama or dance, to the extent that this student needs and can profit from specially planned education services beyond those normally provided by the regular school program.

Psychomotor Ability
The student possessing psychomotor ability is one who consistently displays mechanical skills or athletic ability so superior to that of other students in the school that the student needs and can profit from specially planned education services beyond those normally provided by the regular school program. Generally, this is the student with good control of body movement and excellent eye-hand coordination.

MILD/MODERATE DISABLING CONDITIONS

Mild Mental Disability

The student with a mild mental disability is usually delayed in most academic subjects and social behaviours as compared to his or her same-age peers.

Any student designated as having a mild mental disability should have an intelligence quotient (IQ) in the range of 50 to 75 ± 5 as measured on an individual intelligence test, have an adaptive behaviour score equivalent to the mildly delayed level on an adaptive behaviour scale; e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland, and exhibit developmental delays in social behaviours.

Moderate Mental Disability

The student with a moderate mental disability requires significant modification to basic curriculum, but is able to profit from instruction in living/vocational skills and may acquire functional literacy and numeracy skills.

Any student who is designated as having a moderate mental disability should have an intelligence quotient (IQ) in the range of approximately 30 to 50 ± 5 as measured on an individual intelligence test and have an adaptive behaviour score equivalent to the moderately delayed level on an adaptive behaviour scale; e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland.

Emotional/ Behavioural Disability

The student with a mild to moderate emotional/behavioural disability exhibits chronic and pervasive behaviours that are so maladaptive that they interfere with the learning and safety of the student and other students.

Typically, behaviour disabilities are characterized by a number of observable maladaptive behaviours:

a) an inability to establish or maintain satisfactory relationships with peers or adults
b) a general mood of unhappiness or depression
c) inappropriate behaviour or feelings under ordinary conditions
d) continued difficulty in coping with the learning situation in spite of remedial intervention
e) physical symptoms or fears associated with personal or school problems
f) difficulties in accepting the realities of personal responsibility and accountability
g) physical violence toward other persons and/or physical destructiveness toward the environment.

Learning Disability

The student with a learning disability usually has average or above average intelligence but has specific learning disabilities which interfere with normal academic learning.

Learning disabilities* is a generic term that refers to a heterogeneous group of disorders due to identifiable or inferred central nervous system dysfunction. Such disorders may be manifested by delays in early development and/or difficulties in any of the following areas: attention, memory, reasoning, co-ordination, communicating, reading, writing, spelling, calculation, social competence and emotional maturation.

Learning disabilities are intrinsic to the individual, and may affect learning and behaviour in any individual, including those with potentially average, or above average intelligence.

Learning disabilities are not due primarily to visual, hearing or motor handicaps; to mental retardation, emotional disturbance, or environmental disadvantage; although they may occur concurrently with any of these.

Learning disabilities may arise from genetic variations, biochemical factors, events in the pre- to perinatal period, or any other subsequent events resulting in neurological impairment.

* This is the official definition adopted by the Learning Disabilities Association of Canada (LDAC). Reprinted with permission.

Hearing Disability

The student with a mild to moderate hearing disability is one whose hearing condition affects speech and language development and interferes with the ability to learn. A student with a mild (26 to 40 decibels) to moderate (41 to 70 decibels) hearing disability will have an average hearing loss of 26 to 70 decibels unaided in the better ear over the normal range of speech. The normal range of speech is 500 Hz, 1000 Hz, 2000 Hz or 1000 Hz, 2000 Hz, 4000 Hz.

Visual Disability

The student with a mild to moderate visual disability is one whose vision is so limited that it interferes with the student's ability to learn or the student requires modification of the learning environment to be able to learn. A student who is designated as having limited vision should have a visual acuity of less than 20/70 (6/21 metric) in the better eye after correction and/or a reduced field of vision.

Communication Disability

The student with a communication disability has significant difficulty in communicating with peers and adults because of a disability in expressive and/or receptive language, and/or disabilities in speech including articulation, voice and fluency.

Physical or Medical Disability

The student with a mild to moderate physical or medical disability is one whose physical, neurological or medical condition interferes with the ability to learn, or who requires modification of the learning environment to be able to learn. The existence of a physical disability or medical condition, in and of itself, is not sufficient for the student to be designated in this category; the condition must impact upon the student's schooling.

Multiple Disability

The student with a multiple disability has two or more non-associated mild to moderate disabilities which have a significant impact upon his or her ability to learn. Some disabling conditions are closely associated so would not be designated under this category. For example, students with hearing disabilities frequently have communication disabilities, and students with mental disabilities almost always have both academic and communication disabilities.

SEVERE DISABLING CONDITIONS

Severe Mental Disability

The student with a severe mental disability has severe delays in all or most areas of development. A student in this category frequently has other disabilities including physical, sensory, medical and behavioural. This student requires constant assistance and/or supervision in all areas of functioning including daily living skills, and may require assistive technology.

Any student who is designated as having a severe mental disability should have an intelligence quotient (IQ) in the range of approximately 30 ± 5 or less as measured on an individual intelligence test and have an adaptive behaviour score equivalent to the severe to profound level on an adaptive behaviour scale; e.g., American Association on Mental Deficiency Adaptive Behavior Scale, Progress Assessment Chart, Vineland.

Note: For an ECS child this may mean little if any functional adaptive behaviour and/or an inability to initiate meaningful play.

Severe Emotional/ Behavioural Disability

The student with a severe emotional/behavioural disability displays chronic, extreme and pervasive behaviours which require close and constant adult supervision, and other intensive support services in a highly structured environment in order to function in an education setting. The behaviours significantly interfere with both the learning and safety of the student and other students.

Students with the following characteristics usually qualify in this category:

- dangerously aggressive, destructive, violent and impulsive behaviours, including severe conduct disorders
- severe autism or other severe pervasive developmental disorders
- self-stimulation, self-abuse, perseveration, echolalia and/or aphasic behaviour
- psychosis including schizophrenia, manic depression or obsessive compulsive disorders.

A clinical diagnosis by a chartered psychologist or psychiatrist is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the student's functioning in an education setting should be described. An ongoing treatment plan should be available and efforts should be made to ensure that the student has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a behaviour disability is required but not necessarily sufficient to qualify under this category. Some diagnoses are not of sufficient severity to qualify including: attention-deficit/hyperactivity disorder (ADHD), attention deficit disorder (ADD), fetal alcohol syndrome (FAS), fetal alcohol effects (FAE) and oppositional defiant disorder (except for the most extreme and pervasive instances).

Severe Multiple Disability

The student who has a combination of two or more non-associated, major (moderate to severe) disabling conditions which result in functioning as low or lower than that associated with a severe primary disability, and who requires special programs, resources, and/or therapeutic services.

A student with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability.

Severe Physical or Medical Disability

The student with a physical or medical disability is one whose physical, medical or neurological disability is so severe that he or she requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling. A student with a severe mental disability and physical or medical disability is not designated under this category, but is designated under severe mental disability.

A medical diagnosis of a physical, medical or neurological disability is required but not necessarily sufficient to qualify under this category. Some physical or medical disabilities have little or no impact upon the student's ability to function in the school environment.

Deafness

The student with a severe to profound hearing loss is one whose hearing loss interferes with the use of oral language as the primary form of communication. A student who is designated as having a severe to profound hearing disability has an average hearing loss of at least 71 decibels or more unaided in the better ear over the normal range of speech. The normal range of speech is 500 Hz, 1000 Hz, 2000 Hz or 1000 Hz, 2000 Hz, 4000 Hz.

Blindness

The student with a severe visual disability is one whose corrected vision is so limited that it is inadequate for most or all instructional situations, and information must be presented through other means. For designation under this category, students would be eligible for registration with CNIB.

Visual acuity is 20/200 (6/60 metric) or less in the better eye with correction, or a field of vision limited to an angle of 20 degrees or less in both eyes.

Severe Communication Disability — For ECS Children Only

The child with a severe communication disability has severe difficulty in communicating with peers and adults because of a severe disability in expressive and/or receptive language. This may include little, if any, expressive or receptive communication skills; i.e., less than or equal to the first percentile.

EIE Coding Instructions for Special Education Funding

Grade	Funding	Funding Program Code		Exceptional Student Code
ECS	Mild/Moderate Disabilities	100	500	30
ECS – Grade 12	Severe Disabilities and Program Unit Funding			
	Mental Disability	100	500	41
	Emotional/Behavioural Disability	100	500	42
	Multiple Disability	100	500	43
	Physical or Medical Disability	100	500	44
	Deafness	100	500	45
	Blindness	100	500	46
	Severe Communication Disability (For ECS Children Only)	100	500	47

Note: The Funding Program Code of 500 is required when applying for severe disabilities funding and Basic Instruction Funding for high school students with mild or moderate or severe disabilities.

When the Funding Program Code of 500 is applied, at least one Exceptional Student Code is required. An Exceptional Student Code does not necessarily require a Funding Program Code of 500.

Funding Rate Schedule: 1997/1998 School Year

School Jurisdictions: Grades 1–12

Instruction Block	1997/1998 Rate
Basic Instruction	$3,686 x 7 /12 (September – March) per FTE student $3,716 x 5/12 (April – August) per FTE student
Severe Disabilities	$8,910 per funded student
English as a Second Language	$644 per funded student
Enhanced Opportunities	per approved project
Native Education	per approved project
Institutional Programs	per approved contract
Regional Assessment Services	per approved contract
Sparcity Distance	Sparcity rate: $500 Distance rate: 40 cents/kilometre for distance from office to urban centre.
Home Education	$990 per student plus 50% of the cost of ADLC courses to a maximum of $990 for Grades 7–12
Learning Resources	$9.30 credit per student at LRDC
Regional Consortium (establishment and maintenance)	$150,000 per consortium
Regional Consortium (programs)	$2.00 per funded student
Technology Integration	$40.00 per FTE Student — Alberta Education $5.00 per FTE Student — Alberta Lotteries
Emergent	As approved by the Minister

Support Block	1997/1998 Rate
Plant Operations and Maintenance	$413 per FTE student and $10.35 per square metre
Board Governance and Administration	Percentage of the Instruction Block and Plant Operations and Maintenance and Student Transportation allocation: • 6% if fewer than 2,000 FTE students • 4% if more than 6,000 FTE students • between 6% and 4% on a sliding scale if between 2,000 and 6,000 FTE students
Board Central Office Instructional Support	Can use up to 0.8% of instruction block, plant operations and maintenance, and student transportation amount
Boarding	$2,500 per funded student
Urban Transportation	$345 per eligible passenger
Urban Transportation Block	$345 per expected eligible regular passenger $1,710 per expected special passenger
Rural Transportation	Bus rate will vary according to number of students transported.
Special Transportation Special (for students with disabilities) Weekend	 $1,710 per funded student with disabilities $2,782 per funded student with disabilities

Funding Rate Schedule: 1997/1998 School Year

School Jurisdictions: Grades 1–12

Capital Block	1997/1998 Rate
School Capital Projects	As approved by the School Buildings Board
Debt Retirement	Full funding for debt owing on school building projects supported by Alberta Education
Building Quality Restoration Program	• $57.22 per funded student • $1.44 per square metre; and • Distance allowance (as a percentage of funding for students and building area)

Private Schools

Private Schools	1997/1998 Rate
Basic Instruction	$1,815 x 7/12 (September – March) per FTE student $1,830 x 5/12 (April – August) per FTE student
Severe Disabilities	$8,910 per funded student
Learning Resources	$9.30 credit per student at LRDC
Home Education	$990 per funded student plus 50% of the cost of ADLC courses to a maximum of $990 for Grades 7 to 12
Resident Students of the Government	Net cost of the education program

Early Childhood Services

Early Childhood Services	1997/1998 Rate
Basic Instruction	$1,182 per child
Mildly or Moderately Disabled	$1,360 per child
Program Unit (Severely Disabled) Number of Children in a Unit 1 2 3 4 5 6 7 or more	 Maximum $19,000 per unit $22,800 per unit $26,600 per unit $30,410 per unit $34,200 per unit $37,970 per unit $37,970 per unit + $6,330 for each additional child
Program Enhancement Project	$165 per child for 15% of eligible enrolment $20,000 maximum per project
Transportation • Special Needs	 $8.65 round trip
Portable Classrooms for ECS Operators	Rental charge of $100 per month plus GST